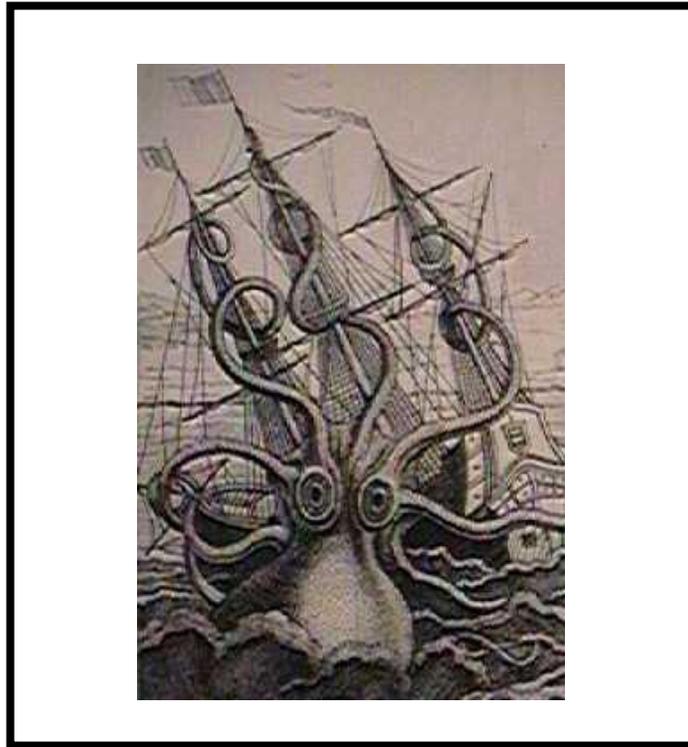


Got Ink?

Driftwood Education Center



Class Description:

Squid are known as one of the most intelligent and intriguing invertebrates in the marine world. By doing their own dissection, and participating in a teacher led discussion, students will be taken on a journey of discovery while learning what makes this mollusc unique.

- Appropriate for all grade levels –

Class is done in a large group setting

**This class can be used as a comparative dissection for
High School Students**

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Table of contents and outline:

I. Introduction, overview, and assessment (15 min)

1. Introduce class by reviewing expectations.
2. Explain respect for squid and reason for dissection.
3. Ask students to list examples of invertebrates.
4. Discuss briefly some of the taxonomic listing.

II. Main Objectives: Dissecting Squid (60 min)

Students will have brief demonstration of each part and how to dissect it first, then they will do the steps with the group.

1. External Anatomy
2. Internal Anatomy

III. Conclusions and Wrap-up (15 min)

1. Importance of Squid-research, food, ecosystem
2. Clean up
3. Serve up the squid

S. Carolina Performance Standards met

5th Grade: Life Science IB1: Label the parts and distinguish among the functions of the major organs of the respiratory system **2.** Label the parts and distinguish among the function of the major organs of the circulatory system.

6th Grade: Life Science IIIC: An organism's behavior evolves through adaptation to its environment.

7th and 8th Grade: Life Science IC: Living systems at all levels of organization demonstrate the complementary nature of structure and function.

Concepts:

Focal points of this class are:

1. Through dissection and investigation we can learn more about ourselves.
2. Adaptations allow an animal to survive.

Outcomes:

Upon completion of this class, students will be able to:

1. Compare the anatomy of a squid to human anatomy and explain differences and similarities.
2. List adaptations that help a squid survive.

Georgia Performance Standards met

5th Grade:

- 1. S5CS1.** Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
- 2. S5L1. a.** Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).

6th Grade:

- 1. S6CS1.** Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.
- 2. S6CS2.a. b.** Students will investigate the features of the process of scientific inquiry
- 3. S6CS9. e.** The ethics of science require that special care must be taken and used for human subjects and animals in scientific research. Scientists must adhere to the appropriate rules and guidelines when conducting research.

7th and 8th Grade:

- 1. S7CS5.a.** Observe and explain how parts can be related to other parts in a system such as Predator/prey relationships in a community/ecosystem.
- 2. S7CS9/S8CS9.g.** Students will investigate the features of the process of scientific inquiry.
- 3.S7CS1/S8CS1.** Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

Florida Performance Standards met

5th Grade: SC.F.1.2: The student describes patterns of structure and function in living things.